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ABSTRACT

This paper, which consists of two parts, suggests criteria for the consideration of Washington State school superintendents engaged in creating racially integrated schools. Part I identifies components of an integrated school district, focusing on: access to schools, classes, and programs; staffing; facilities; curriculum; parental involvement; activities; services; staff development; instructional equipment and supplies; selection and evaluation of learning materials; discipline, suspensions and expulsions; honors and awards; committees; and school displays. Part I also lists technical assistance services available from the Washington State Office for Multicultural and Equity Education. Part II is a compilation of master plan indicators of an effective school district equal educational opportunity program. It is organized around six themes: (1) implementation of State board policy on equal education opportunity; (2) implementation and development of local school district policy on equal education opportunity; (3) development and implementation of individual school policy on equal educational opportunity; (4) instructional programs that address needs of all students; (5) pride and appreciation for authority in schools and community; (6) evaluation techniques to assess curriculum materials for racism, sexism, and ethnic distortions; and (7) accountability in practice. An appendix to Part I includes: a joint policy statement on equal education prepared by the Washington State Board of Education and the State Human Rights Commission; information on Washington laws pertaining to education and affirmative action; and a compliance matrix for school districts. (KH)

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June, 1985

A Note to the Reader

This publication consists of two parts: Part I provides criteria which should be considered in moving from a racially-desegregated to a racially-integrated school district. It should be obvious that any existing bias on the basis of gender, national origin or handicapping condition should be corrected as well. However, the emphasis of this publication is upon establishing and maintaining quality integrated education throughout a racially integrated school district.

Part II is a compilation of master plan indicators of an effective school district equal educational opportunity program. This part was titled, A Proposed School District EEO Program, and was published originally by the Superintendent of Public Instruction in April, 1982.

Warren H. Burton, Director
Office for Multicultural
and Equity Education

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INTRODUCTION

The rationale for Title VI of the Civil Rights Act of 1964 was stated very clearly by Lyndon B. Johnson during his presidency:

> "It is simple justice that all should share in programs financed by all, and directed by the government of all the people."

Simple justice has not always governed the operation of federal aid programs. As has been amply documented by the U.S. Commission on Civil Rights, many of our citizens, because of their race, color, or national origin, have not been free to participate equally in programs supported by federal funds.

At the state level the Washington State Law Against Discrimination (Chapter 49.60. RCW) prohibits discrimination against any of its inhabitants because of race, creed, color, national origin, sex, marital status, age, or presence of any sensory, mental, or physical handicap.

Schools are places of public accommodation for purposes of the Washington State law against discrimination.

In addition to the legal and moral grounds for correcting such discriminatory practices, there are very practical reasons for moving promptly to eliminate them from federal and state programs. A federal and/or state grant program which is enacted for the general welfare fails in its objectives if some citizens are intentionally excluded or provided inferior service. If a program is designed to promote better educational standards, all must be provided needed services. When any person is denied the benefits of these programs because of race, creed, color, national origin, sex, marital status, age, or handicap the fabric of our democratic society is weakened and our progress as a nation is retarded.

As a result of the Brown decision in 1954, school districts were required to desegregate. Over a quarter of a century later, it is realized, after much litigation, that the mere mixing of bodies is not providing an equal educational opportunity for all children. Desegregation, or the assignment of a racially mixed group of students to schools and classrooms, is a significant step toward providing equal educational opportunity for all students. But, the more difficult task of integration, or bringing different racial or ethnic groups into free and equal association still lies ahead. By increasing the staff's awareness of their own racial attitudes, the new Washington State Multicultural Education Guidelines may be fully implemented and an accepting, integrated, multicultural, educational environment may be developed. This more intensified emphasis will hereafter be referred to as a move from desegregation to integration.

The purpose of this profile is to assist local school superintendents and their staffs in providing equal educational opportunity. The profile is to be used as a guide in the integration process, not as the absolute or only answer.

PART I

I. PROFILE FOR AN INTEGRATED SCHOOL DISTRICT: IDENTIFYING COMPONENTS OF AN INTEGRATED SCHOOL DISTRICT

Some of the following components may not appear to be related to racial bias, but often discrimination is subtle and unintentional; these areas are symptomatic of age old prejudices.

A. Access to Schools, Classes, and Programs

1. The percentage of minority students in each school or educational program should be within 20 percent of the proportion of minority students in the school district as a whole unless unusual circumstances exist. Any unusual circumstances should be identified, analyzed and documented.

2. Procedure should be used for the assignment of children to or within classes which do not result in separation of minority and majority children for more than 25 percent of the school day. Frequently, it is necessary in meeting the educational needs of students to group homogeneously. In some settings, this may have a tendency to racially segregate the students. For example: special education services, reading groups, language assistance services, and supportive education services may racially segregate; therefore, other instructional areas should group heterogeneously so the students are not racially segregated for more than 25 percent of the day.

3. The percentage of minority students who graduate from high school should be at least the same as the percentage of minorities in the school district.

4. Students should not be seated in the classroom by a method which segregates students by race.

B. Staffing

1. The total percentage of full-time certificated, minority teachers in the school district teacher population should reflect the percentage of minority students in the school district.

2. The proportion of minority, full-time, certificated, classroom teachers at each school should reflect the percentage of minority students in the school district.

3. New and/or probationary teachers should be evenly distributed throughout the school district.

4. The percentage of minority group members in each job category should reflect the percentage of minority students in the school district.

5. Pay, fringe benefits and responsibilities should be equitable for all employees in each job category.

6. The percentage of minority staff promoted and transferred should be proportionate to the percentage of minority students in the population.

7. Subject matter and grade level assignments by race should be proportionate to the racial composition of the student body. Placement of students in programs or courses should not be determined by race.

8. A recruitment plan should be developed which provides an appropriate racial mix of possible candidates for employment.

C. Facilities

1. Maintaining racial balance in the schools should be a primary consideration in the planning and building of new facilities and in decisions concerning the closing of schools.

2. Equivalent facilities, including classroom space, libraries, laboratories, cafeterias, and athletic fields and facilities should be available in all schools.

3. Overcrowding of schools should not be permitted to the point of jeopardizing the quality of the educational program.

D. Curriculum

1. The Washington State Multicultural Education Guidelines should be implemented with the fullness of their intent. Ethnic and minority subject matter should not simply be offered, but infused as a part of the total curriculum, reflecting the roles played by ethnic and cultural minorities in the total development of our society. An accepting, nonjudgmental and multicultural educational environment should be created in all schools.

2. Nondiscriminatory testing should be utilized, avoiding procedures that resegregate students.

E. Parental Involvement

1. The percentage of minority parents attending school functions and meetings should ideally reflect the percentage of minority students attending the school.

2. The percentage of minority parents on school-based committees and holding school-based offices should reflect the percentages of minority students in the school.

3. The percentage of minority parents attending district-wide meetings and functions should reflect the percentage of minority students in the school district.

4. The percentages of minority parents on educational service district committees and holding educational service district offices should reflect the percentage of minority students in the geographical area served by the educational service district.

F. Activities

1. All athletic and extra-curricular activities should be integrated and available to all students.

2. The racial composition of the students participating in each activity should be proportionate to the racial composition of the school.

G. Services

1. Special services should be provided for limited English speaking students.

2. All services including guidance and counseling services, library services, job placement services, medical services, and remedial academic services should serve populations racially representative of the school district student population.

H. Staff Development

1. Activities should reflect a sense of commitment to moving from desegregation to integration.

2. Suggested areas for activities are:

   a. Racial attitude awareness for administrators, supervisors, counselors, teachers and/or instructional materials evaluators;

   b. Activities to further implement the Washington State Multicultural Education Guidelines with inservice for administrators, supervisors, department heads, teachers and/or counselors; and

   c. Affirmative action training for staff and administrators responsible for hiring and other employment practices.

I. Instructional Equipment and Supplies

Learning materials, supplies, furniture, and all instructional equipment should be comparable in all schools in the school district.

J. Selection and Evaluation of Learning Materials

1. A written procedure should be implemented and a committee appointed or elected to select and evaluate learning materials.

2. The committee should have administrators, teachers, students, and parents as members.

3. The committee members' training should include increased awareness of racial attitudes, procedures for identifying bias, and use of these skills in reviewing learning materials.

K. Discipline, Suspensions and Expulsions

1. A written discipline policy should be implemented that does not discriminate on the basis of race, color or national origin, sex, handicapping condition or life style.

2. The percentage of minority students expelled or suspended should be proportionate to the percentage of minority students in the school district. If the percentage expelled or suspended is not proportionate, procedures should be implemented to assure that the disproportion is not a result of bias.

L. Honors and Awards

1. The criteria and its implementation for selection for awards and honors should be nonbiased, allowing for the racial composition of the recipients to be representative of the student population of the school district.

2. All school honors and awards programs should be comparable throughout the school district.

M. Committees

1. A school district integration advisory committee should be maintained, playing an active role in identifying problems, assessing needs and generally advising in the integration process.

2. The district-wide committee should have representation from civic and community organizations, classroom teachers, students, chamber of commerce, religious institutions, the legislature, parents, and at least two school district administrators. One of the administrators named should be the school district's coordinator of integration planning.

3. All school-based committees should be racially representative of the school district student population.

N. School Displays

All displays including bulletin boards, murals, recruitment materials, learning materials, and classroom displays should reflect the pluralistic nature of American society.

II. SERVICES AVAILABLE FROM THE OFFICE FOR MULTICULTURAL AND EQUITY EDUCATION TO ASSIST IN MOVING FROM DESEGREGATION TO INTEGRATION

A. Distribution to the Local School Districts

1. Information on the implementation of Title VI, CRA and applicable state laws such as RCW 49.60.

2. A needs assessment instrument, with the result used to develop a comprehensive technical assistance program for school districts.

3. A variety of related technical assistance publications.

B. Workshops and Presentations Available on the Following Topics

1. Moving from Desegregation to Integration

2. Implementing the Multicultural Education Guidelines

3. Planning, Monitoring and Revising an Affirmative Action Plan

4. School Conflict Prevention and Resolution

C. Other Technical Assistance

1. Integration Planning

2. Affirmative Action Planning

3. Multicultural Curriculum Development and Implementation

4. Involving Parents in the Educational Programs

5. Student Activity Planning

6. Staff Development Planning

7. Selecting Learning Materials

8. Discipline, Suspensions and Expulsions

9. Other Areas Covered in the Profile

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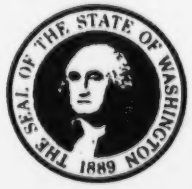
State of Washington
Exhibit #1

JOINT POLICY STATEMENT



WASHINGTON STATE BOARD OF EDUCATION

and the

WASHINGTON STATE HUMAN RIGHTS COMMISSION

JOINT POLICY STATEMENT

PREPARED COOPERATIVELY
BY

WASHINGTON STATE BOARD OF EDUCATION
AND THE
WASHINGTON STATE HUMAN RIGHTS COMMISSION

July 1981

This publication was developed for use by those who wish to learn more about the increasing complexity of implementing school desegregation and equal educational opportunities for all children and youth in the public schools in the State of Washington.

We wish, at this time, to recognize the leadership and cooperation of the Washington State Human Rights Commission for their exceptional efforts.

DR. FRANK B. BROUILLET, State Superintendent of Public Instruction

DR. MONICA SCHMIDT, Executive Director, Washington State Board of Education

RALEIGH LEWIS, Executive Secretary, Washington State Human Rights Commission

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The Washington State Board of Education and the Washington State Human Rights Commission recognize the increasing complexity of assuring equal opportunity and excellence in education to all children and youth in our public schools. Both boards adopt the following criteria as guidelines for developing programs in this urgent area of human relations.

The Washington State Board of Education and the Washington State Human Rights Commission jointly declare that racially segregated schools are a barrier to quality education and to equality of opportunity in education. Therefore, these boards agree that:

a. The term *"racial segregation"* be and hereby is understood to mean racial isolation that generates feelings of rejection or superiority, and that such isolation may be either numerical, psychological, or both, the two boards recognizing that special attention should be given to American Indian communities because of the trust relationship with the federal government.

b. The goal of these two boards is to afford every child in the state a multi-racial/multi-cultural educational experience free from discrimination in any form.

c. Racial segregation as defined in (a) above must be eliminated from the public schools of the State of Washington.

d. Wherever a condition of numerical isolation exists, a district should be required to submit a plan and annual reports to the

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State Board of Education, such plan to include a timetable for accomplishing this objective.

The State Superintendent of Public Instruction will continue to require each school district to keep annually revised statistical information as to the racial composition of school enrollment and staff in each school. A copy of this information will be sent to the State Human Rights Commission each year as soon as it is compiled.

For purposes of this statistical information, the following criteria are to be used in determining the existence of racial isolation within a school district. Racial isolation is a condition existing when the racial composition of students in any school building fails to reflect the racial composition of students for the entire district. Care should be taken to ensure, even in districts with low percentages of minority students, that no schools are racially identifiable. The State Board of Education considers racial isolation to exist in a school district when:

. . .*The combined minority student enrollment in a school/program exceeds the districtwide combined minority average by 20 percentage points, provided that the single minority enrollment (as defined by current federal categories) of a school/program will not exceed 50 percent of the school enrollment.*

. . .*These standards apply except in special circumstances where more restrictive criteria may be determined by the two agencies.*

We recognize that it is no easy matter for school boards members, concerned citizens and educators to bring about the desegregation of students. Desegregation is only the first step toward

integration but it is the step, nonetheless, that must be taken in progress toward integration is ever to be achieved. School desegregation implemented with integrity and with adequate human and financial resources enhances the educational opportunities for all youth.

Those involved in the preparation of school personnel in undergraduate, graduate and in-service programs share the responsibility for equipping educators with the necessary knowledges, skills and competencies which will help change desegregated buildings into integrated learning environments. We urge the development and implementation of processes such as:

. . .*Examining and analyzing school district policies and procedures.*

. . .*Increasing administrators' expertise in working in the desegregated setting.*

. . .*Augmenting teachers' skills in applying appropriate instructional techniques in the desegregated setting.*

. . .*Strengthening school-community communication.*

The Washington State Board of Education and the Washington State Human Rights Commission will continue to employ mechanisms preventing the extension of racial isolation where this is or threatens to be a problem. At the same time, educators must ally themselves with other groups in the state and local community which are working to eliminate the practices which result in segregated housing patterns such as zoning policies, housing subsidy policies and mass transportation patterns.

We recognize that some school districts have progressed through comprehensive desegregation and reached the point where they have implemented an encompassing set of goals for integration. To continue this development, the following educational goals are reaffirmed:

. . .*The academic achievement of minority students should be improved so that distribution of their academic achievement scores will correlate with that of the majority students in their classrooms without an accompanying negative effect on the achievement of the majority. The average performance of students from all ethnic groups will approach the state and national norms upon testing.*

. . .*Minority students should become integrated into the social system of the school so that they hold comparable status in that system to those held by majority students, such as in athletics and all other curricular and extracurricular activities.*

. . .*There should be integration of minority educators throughout the staff of the schools of the district so that the opportunity structure of the district is open equally to minority and majority educators.*

a. *There should be increased emphasis of affirmative action within school districts. While the leadership efforts of the Washington State Board of Education, the Superintendent of Public Instruction and school districts are recognized for having implemented affirmative action, an even greater leadership role in this area is necessary if our mutual attempts in achieving a fully integrated society are to be successful.*

b. *To help accomplish this, school districts utilize the district's minority pupil enrollment determined by the Superintendent of Public Instruction and the Washington State Human Rights Commission as a minimum criterion for establishing affirmative action goals. All school districts have the responsibility to recruit, employ and assign minority staff at all levels.*

c. *The Washington State Board of Education, the State Superintendent of Public Instruction and school districts shall identify and allocate resources enabling school districts to employ staff reflecting the goals of affirmative action.*

. . .*Districts should provide a climate for meaningful interaction and input between majority and minority parents.*

. . .*Attitudes toward self and motivation for school and academic achievement should become equally positive in all groups.*

. . .*Curriculum materials, teacher attitudes, and teaching procedures should be developed so that each child has an opportunity to understand and to develop pride in one's own ethnic heritage and other groups in the classroom and in American society.*

A majority of the school systems in Washington State have multi-racial enrollments but are not truly integrated. To prepare young people in these systems for living in a multi-racial and multi-cultural society requires extraordinary measures and imagination. Such systems should strive to achieve an integrated staff and administration, develop educational programs designed

to bring young people of different races and cultures together, design work study projects in in a broader neighborhood than the local community and insure that the curriculum and enriching experiences of the school program reflect the diversity of the world of which their students will soon be a part.

The Washington State Board of Education and the Washington State Human Rights Commission reaffirm their position that a component of quality education is racial integration. The presence in a school of children from different racial and socio-economic backgrounds is an important element in the preparation of young people for active participation in a pluralistic society.

The public school has long been viewed as a basic social instrument in attaining our traditional goals of equal opportunity. While we recognize that the school alone cannot solve the ills of segregation that exist in the larger society, it is still incumbent upon the public school systems to develop and administer policies, procedures, and programs in ways which lessen the deleterious effect of racial prejudice and segregation on both majority and minority children in the total community.

School boards have the responsibility, as well as the duty under the Federal Constitution and laws of the State of Washington, to assign children to buildings in ways which result in the maximum desegregation possible by whatever means that are necessary.

The Joint Policy Statements were developed and adopted earlier by both state boards:

Joint Policy Statement -- April 24, 1970

Joint Policy Statement -- November 30, 1973

In addition, the Washington State Board of Education adopted a policy of no sex bias in public education on May 14, 1976. This policy statement is available in a separate publication.

The Washington State Human Rights Commission adopted regulations pursuant to RCW 49.60.190 which prohibits discrimination in employment because of sex, race, national origin, age, religion, physical or mental handicap and marital status.

Chapter 162-28 WAC

PUBLIC SCHOOLS——EQUAL EDUCATION——EQUAL RIGHTS——NATIONAL ORIGIN MINORITY GROUP CHILDREN

WAC

162-28-030 Schools are places of public accommodation.
162-28-040 Equal educational opportunity for children who are limited in English language skills because of national origin.

DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

162-28-010 Purpose. [Rule (part), filed 6/15/67.] Repealed by Order 9, filed 9/23/71.

162-28-020 Definitions——Policy objectives. [Rule (part), filed 6/15/67.] Repealed by Order 9, filed 9/23/71.

WAC 162-28-030 Schools are places of public accommodation. All schools and other educational facilities in the state of Washington, public or private, except those operated or maintained by a bona fide religious or sectarian institution, are "places of public resort, accommodation, assemblage or amusement" for purposes of the Washington state law against discrimination, chapter 49.60 RCW. See the definition of the quoted term in RCW 49.60.040.

(2) This means that it is an unfair practice under RCW 49.60.215 for nonexempt schools or educational facilities or their agents or employees

> "to commit any act which directly or indirectly results in any distinction, restriction or discrimination or the requiring of any person to pay a larger sum than the uniform rates charged other persons, or the refusing or withholding from any person the admission, patronage, custom, presence, frequenting, dwelling, staying, or lodging . . . except for conditions and limitations established by law and applicable to all persons, regardless of race, creed, color, or national origin."

(3) This public accommodations section of the law against discrimination applies to schools in their relationship with students and potential students and their parents, and with members of the public who seek to use school facilities or who have an interest in how school facilities are used. Other sections of the law against discrimination govern schools in their relationship to employees (e.g. RCW 49.60.180), to those with whom schools have real estate transactions (e.g. RCW 49.60-.222), and to others. RCW 49.60.030 declares a general civil right to be free from discrimination because of race, creed, color, national origin, sex, or the presence of any sensory, mental or physical handicap. Public schools are governed by Article IX, section 1 (equal education) and Article XXXI (Amendment 61) (equal rights) of the Washington Constitution and various federal and state statutes on equal treatment of the races and sexes, in addition to the law against discrimination. [Order 17, § 162-28-030, filed 6/28/74.]

State of Washington
Exhibit #2

WAC 162-28-040 Equal educational opportunity for children who are limited in English language skills because of national origin. (1) It is an unfair practice under RCW 49.60.215 for a school or educational institution covered by that section to fail or refuse to provide equal educational opportunity to children who are deficient in English language skills because of their national origin. Schools attended by such children shall meet the following standards:

(a) Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

(b) The affirmative steps taken under part (a) shall build competency in the English language without detriment to the children's skills in other languages, and without impairing or suppressing the children's cultural identity and heritage. The steps may include bilingual-bicultural education. The appropriateness of particular action will depend in part on whether the school or educational institution has many children or only a few children who require the steps. Nothing in this section is intended to preclude inclusion in the program of children who are deficient in the English language for reasons other than their national origin where that is compatible with the purposes of this section.

(c) School districts must not assign national origin-minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills; nor may school districts deny national origin-minority group children access to college preparatory courses on a basis directly related to the failure of the school system to inculcate English language skills.

(d) Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin-minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an educational deadend or permanent track.

(e) School districts have the responsibility to adequately notify national origin-minority group parents of school activities which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English.

(2) This section is intended to be consistent with the requirements of section 601 the United States Civil Rights Act of 1964, 42 USC section 2000d, and the regulations of the United States Department of Health, Education and Welfare, 45 CFR Part 80, and HEW guidelines to selected school districts dated 10 July 1970, 35 Fed. Reg. 11595, as interpreted in *Lau v. Nichols*, 39 L. ed 2d 1, 94 S. Ct. ..... (1974). Parts (a), (c), (d), and (e) of paragraph (1) are taken verbatim from the 10 July 1970 HEW guideline. [Order 17, § 162-28-040, filed 6/28/74.]

State of Washington
Exhibit #3

Chapter 392-200

PUBLIC SCHOOL EMPLOYMENT DISCRIMINATION PROHIBITED - CH. 392-200

WAC

392-200-005	Purpose--Authority.
392-200-010	Public school employment and contract practices--Sex discrimination.
392-200-015	Public school employment--Affirmative action program.
392-200-020	Public school employment--Affirmative action program--General.

PUBLIC SCHOOL EMPLOYMENT DISCRIMINATION PROHIBITED - CH. 392-200

WAC 392-200-005 PURPOSE--AUTHORITY. It is the purpose of this chapter to require each public school district to establish and implement affirmative action employment policies and programs to eliminate discrimination on the basis of sex, race, creed, color, national origin, marital status, age, or the presence of any sensory, mental, or physical handicap. The authority for the rules contained herein is founded upon Chapter 28A.85 RCW and Article 3, section 22 of the Washington State Constitution.

WAC 392-200-010 PUBLIC SCHOOL EMPLOYMENT AND CONTRACT PRACTICES--SEX DISCRIMINATION. (1) No school district shall, on the basis of sex, exclude any person from participation in, deny any person the benefits of, or subject any person to discrimination in employment, recruitment, promotion or advancement, consideration or selection therefor, whether full time or part time, in connection with employment by a school district.

(2) Each school district shall make all employment decisions in a nondiscriminatory manner and shall not limit, segregate, or classify any person in any way which could adversely affect a person's employment opportunities or status on the basis of sex.

(3) No school district shall enter into any contractual or other relationship that directly or indirectly has the effect of subjecting any person to discrimination in connection with employment on the basis of sex, including but not limited to relationships with employment and referral agencies, with labor unions, and with organizations providing or administering fringe benefits to employees.

(4) No school district shall grant preferences to applicants for employment on the basis of attendance at any educational institution or entity which admits as students only or predominantly members of one sex, if the giving of such preferences has the effect of discriminating on the basis of sex.

WAC 392-200-015 PUBLIC SCHOOL EMPLOYMENT--AFFIRMATIVE ACTION PROGRAM. (1) Each school district shall develop and/or incorporate within any existing affirmative action employment program appropriate provisions which are consistent with the intent of chapter 28A.85 RCW and such guidelines as are hereafter developed and distributed to each school district by the office of the Superintendent of Public Instruction to eliminate discrimination on the basis of sex, in connection with employment by the school district: PROVIDED, That each school district's affirmative action employment program shall include at least the following provisions respecting discrimination on the basis of sex.

(a) maintain credential requirements for all personnel;

(b) make no differentiation in pay scale;

(c) make no differentiation in the assignment of school duties except where such assignment would involve duty in areas or situations such as but not limited to a shower room, where persons might be disrobed;

(d) provide the same opportunities for advancement;

(e) make no difference in conditions of employment including, but not limited to, hiring practices, leaves of absence, hours of employment and assignment of, or pay of, instructional and non-instructional duties; and

(f) such other provisions as may be required by the Superintendent of Public Instruction designed to facilitate the effective achievement of all reasonable affirmative action goals and objectives in public school employment respecting the elimination of discrimination on the basis of sex.

(2) Each affirmative action employment program of a school district shall be filed with the office of the Superintendent of Public Instruction.

(3) The board of directors of each school district shall adopt and implement an approved affirmative action employment program required by this section as expeditiously as possible but in no event later than July 1, 1976.

WAC 392-200-020 PUBLIC SCHOOL EMPLOYMENT--AFFIRMATIVE ACTION PROGRAM --GENERAL. (1) Notwithstanding the requirements of this chapter respecting discrimination on the basis of sex, each school district shall develop and/or incorporate within any existing affirmative action employment program appropriate provisions to eliminate discrimination on the basis of race, creed, color, national origin, marital status, age, or the presence of any sensory, mental, or physical handicap.

(2) Each affirmative action employment program of a school district shall be filed with the office of the Superintendent of Public Instruction.

(3) The board of directors of each school district shall adopt and implement an approved affirmative action employment program required by this section as expeditiously as possible but in no event later than July 1, 1976.

State of Washington
Exhibit #4

LAWS AND REGULATIONS GOVERNING INSTRUCTIONAL MATERIALS

RCW 28A.58.103	-	Instructional materials - Instructional Materials Committee.
WAC 180-48-010	-	Selection of instructional materials - school district policy in writing.
RCW 28A.85.020	-	Regulations, guidelines to eliminate discrimination - Scope.
WAC 392-190-055	-	Textbooks and instructional materials - Scope - Elimination of sex bias - Compliance timetable.
RCW 28A.02.110	-	Surplus texts and other educational aids, notice of availability - Student priority as to texts.
RCW 39.33.070	-	School districts and libraries - Disposal of obsolete or surplus reading materials - Procedures.
RCW 28A.58.758	-	Basic Education Act of 1977 - District school directors as accountable for proper operation of district - Scope - Responsibilities - Publication of guide.
RCW 28A.87.170	-	Districts using unauthorized textbooks, deviating from study courses, hiring unqualified teachers - Funds withheld.

CRITERIA FOR SELECTION OF INSTRUCTIONAL MATERIALS ENDORSED BY THE STATE BOARD OF EDUCATION - DECEMBER 6, 1974

GUIDELINES FOR SELECTING INSTRUCTIONAL MATERIALS - (RCW 28A.58.103)

SPECIFIC EXAMPLE STATEMENTS FROM SELECTED DISTRICT POLICIES PERTAINING TO RCW 28A.58.103

*GUIDELINES FOR IDENTIFYING BIAS (RCW 28A.85.020 AND WAC 392-190-055)

- How to Identify Bias
- Ten Quick Ways to Analyze Children's Books for Racism and Sexism
- Guidelines for Nonsexist Use of Language in NCTE Publications

*This section is from Guidelines for Identifying and Counteracting Bias in Instructional Materials: Grades K-12, prepared by Joan A. Newman, Ph.D., Superintendent of Public Instruction, Olympia, Washington, November, 1977.

State of Washington
Exhibit #5

THE LEGAL BASIS FOR SELECTION OF INSTRUCTIONAL MATERIALS IN WASHINGTON

RCW 28A.58.103 INSTRUCTIONAL MATERIALS--INSTRUCTIONAL MATERIALS COMMITTEE. Every board of directors, unless otherwise specifically provided by law, shall:

(1) Prepare, negotiate, set forth in writing and adopt, policy relative to the selection of instructional materials. Such policy shall:

(a) State the school district's goals and principles relative to instructional materials;

(b) Delegate responsibility for the preparation and recommendation of teachers' reading lists and specify the procedures to be followed in the selection of all instructional materials including text books;

(c) Establish an instructional materials committee to be appointed, with the approval of the school board, by the school district's chief administrative officer. This committee shall consist of representative members of the district's professional staff, including representation from the district's curriculum development committees, and, in the case of districts which operate elementary school(s) only, the educational service district superintendent, one of whose responsibilities shall be to assure the correlation of those elementary district adoptions with those of the high school district(s) which serve their children;

(d) Provide for terms of office for members of the instructional materials committee;

(e) Provide a system for receiving, considering and acting upon written complaints regarding instructional materials used by the school district;

(f) Provide free text books, supplies and other instructional materials to be loaned to the pupils of the school, when, in its judgment, the best interests of the district will be subserved thereby and prescribe rules and regulations to preserve such books, supplies and other instructional materials from unnecessary damage.

Recommendation of instructional materials shall be by the district's instructional materials committee in accordance with district policy. Approval shall be by the local school district's board of directors.

Districts may pay the necessary travel and subsistence expenses for expert counsel from outside the district. In addition, the committee's expenses incidental to visits to observe other districts' selection procedures may be reimbursed by the school district.

Districts may, within limitations stated in board policy, use and experiment with instructional materials for a period of time before general adoption is formalized.

Within the limitations of board policy, a school district's chief administrator may purchase instructional materials to meet deviant needs or rapidly changing circumstances.

(2) Establish a depreciation scale for determining the value of texts which students wish to purchase.

State of Washington
Exhibit #6

A COMPLIANCE MATRIX FOR SCHOOL DISTRICTS

PHASES		INDICATORS
Routine Compliance	a.	Use of compliance plan stabilized.
	b.	Few, if any, changes from year to year.
	c.	Little emphasis on improving compliance.
	d.	Appropriate remedial steps taken to eliminate effects of discrimination.
	e.	Procedures for preventing discrimination in employment.
Refinement	a.	School district updates compliance plan to eliminate discriminatory practices.
	b.	Affirmative changes made in curriculum and programs.
	c.	Affirmative changes made in staff development and hiring.
	d.	Affirmative changes made in community involvement.
	e.	Affirmative changes made based on knowledge of short and long term consequences of plan.
	f.	Examples of sex-fair, race-fair, disability-fair curriculum.
	g.	Affirmative (non-bias) action in employment programs to recruit women and men, and other protected groups, for employment in positions in which they are underrepresented.
	h.	All staff aware of compliance plans and involved in data collection and program changes.
	i.	School district uses other compliance plans as models.
Integration	a.	Revision of affirmative plan based on effort in using the plan for improving outcomes.
	b.	Changes in plan involve input from administration, certified and classified staff.
	c.	Compliance plan integrated in all programs.
	d.	Compliance plan is perceived by staff as integral part of quality education.
	e.	Evaluation data used in program improvement.
	f.	Coordinated systemwide program.
	g.	Functioning system of problem identification.
Renewal	a.	School district evaluates the quality of the use of the affirmative plan.
	b.	Examines new developments in the field of equity education.
	c.	Explores new goals for school district and its delivery system.
	d.	Seeks major modification of alternatives to present plan.
	e.	Functioning system of reinforcement.

PART II

(Master Plan Indicators of an Effective Equal Education Opportunity Program)

I. IMPLEMENTATION OF STATE BOARD POLICY ON EQUAL EDUCATION OPPORTUNITY

In Washington State, the State Board of Education has the power to establish educational policies for general supervision of local school districts. The basis for that power can be found in Chapter 34.04 RCW, the Administrative Procedure Act.

The Washington State Board of Education, recognizing that equality of educational opportunity is fundamental to the achievement of a democratic society, pledges to utilize its authority to the maximum in assuring equal educational opportunity to ALL children of Washington State and to assist local boards of education to further such endeavors in their respective districts. The State Board of Education calls upon local boards of education to institute programs to eliminate racial and ethnic isolation in the school community. Local school districts are encouraged to ask the Superintendent of Public Instruction for assistance in exploring new methods of ensuring genuine equality of educational opportunity.

Improving intergroup understanding will be further enhanced by the educational progress of our schools in developing positive attitudes. The essence of such educational processes will be the experience, acceptance, and cultivation of the concept of racial and cultural pluralism. This concept recognizes that differences, whether they are defined in terms of religion, socio-economic status, ethnicity, sex, or physical or mental abilities should be understood, appreciated, and accepted as valuable contributions to American society.

The public educational system should be recognized as an essential avenue for changing attitudes. the school system should encourage the development of positive and productive attitudes between family individuals and groups. During their public school experience children are at a stage of physical, mental, and social development where role models will significantly affect their way of perceiving and interacting with others.

School districts should formulate and implement programs that permit and encourage students to contribute to the growth of a cohesive society that advocates and recognizes racial and cultural pluralism as being desirable.

II. IMPLEMENTATION AND DEVELOPMENT OF LOCAL SCHOOL DISTRICT POLICY ON EQUAL EDUCATIONAL OPPORTUNITY

Good educational principles are essential to the operation of all schools. Districts are encouraged to develop independent plans that reflect the equal educational opportunity priorities of the State Board and multicultural goals.

The local board of education in each school district has the authority and responsibility to establish policy. It is recommended that the local board of education develop and adopt policy related to developing, implementing and evaluating of multicultural or ethnic heritage educational programs within the school district.

A. To Translate Statewide Policy to Local Educational Agencies:

1. The Office for Equity Education at the Superintendent of Public Instruction will assist districts in the development of guidelines for ethnic heritage materials to be used in programs from kindergarten through high school.

2. The Office for Equity Education will be available to conduct workshops and seminars to assist local board of education, administrators, teachers, students, and community groups in the implementation of the guidelines for EEO in Washington State.

III. DEVELOPMENT AND IMPLEMENTATION OF INDIVIDUAL SCHOOL POLICY ON EQUAL EDUCATIONAL OPPORTUNITY

Ideally, such a policy should reflect a state board policy and a local educational agency policy, but it should also clearly delineate individual efforts and educational objectives related to special needs of a particular population.

School districts wishing to define their operating policy will find that written policies on administrative procedures are a necessity. Effective school administration, leadership and delegation of responsibilities will be enhanced through formal procedures.

A. Written Individual Procedures on Equal Educational Opportunities Should Include:

1. Publicized school's philosophical statement on educational goals.

2. Publicized procedures and guidelines for implementing EEO goals.

3. Formulated procedures for implementing and explaining access to information laws.

4. Formulated procedures for resolving and managing conflict between all or any of the following individuals:

   a. School board
   b. Parents
   c. Principals
   d. Superintendents
   e. Teachers
   f. Community members

g. Support staff
h. Students
i. Others

5. Formulated or broadened methods of assessing professional performances (teachers, counselors, principals, school board, superintendent, etc.).

6. Clarified student responsibilities.

7. Implemented policy on student rights.

8. Implemented student grievance procedures.

B. Provide for the Preservation of Student Rights:

1. No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity receiving federal financial assistance.

2. The Rules and Regulations for Programs Printing Services to Children with Handicapping Conditions, Chapter 392-171 WAC, as amended, provides that school districts be equipped to provide for the education of the handicapped children.

3. Those institutions receiving federal assistance are prohibited from discriminating on the basis of handicapped conditions (Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 706).

4. Title IX (Education Amendments of 1972) prohibits discrimination on the basis of sex in educational programs receiving federal funds.

5. As amended, provides for state assistance for Vocational Education.

6. Education of All Handicapped Children's Act (P.L. 94-142) guarantees a free appropriate educational program to all persons between the ages of 5 and 21. So that handicapped children may participate as fully as possible in school programs, districts should be equipped to provide for handicapping conditions.

IV. INSTRUCTIONAL PROGRAMS THAT ADDRESS NEEDS OF ALL STUDENTS

The curriculum is one of the most powerful influences of the school environment. It is tantamount to defining self-concept and student's identity.

A. Multicultural Curriculum:

The State of Washington is committed to making cultural pluralism and racial understanding a valued part of the educational process. The survival and uniqueness of American ethnic diversity demand that all cultures develop positive mutual respect, appreciation, and understanding of self and others.

"To endorse cultural pluralism is to endorse the principle that there is no one model American. To endorse cultural pluralism is to understand and appreciate the differences that exist among the nation's citizens. It is to see these differences as a positive force in the continuing development of a society which professes a wholesome respect for the intrinsic worth of every individual. Cultural pluralism is more than a temporary accommodation to placate racial and ethnic minorities. It is a concept that aims toward a heightened sense of being and a wholeness of the entire society based on the unique strengths of each of its parts."

A multicultural curriculum should be designed to demonstrate the contributions of all cultural groups in the building of America. A multicultural program should meet the needs of the linguistically and culturally different students.

1. Develop positive self-esteem within every child.

   Concept: A rejected child lacks self-esteem. It is possible to develop a positive self-image in all children by teaching them the importance of their uniqueness (which includes economics, cultural and linguistic heritage).

2. Multicultural studies should influence the entire curriculum. Examples of areas where this may be accomplished are:

   a. History and culture
   b. Arts, crafts and music
   c. Geography and social studies
   d. Literature and folklore
   e. Exchange programs
   f. School calendar denoting particular holidays, ethnic events, and personalities for different ethnic groups.

3. An EEO Program effectively implemented would:

   a. Be based on a comprehensive action plan that includes multiethnic materials in the over-all curriculum.

   b. Direct funds toward the acquisition of ethnic study materials.

   c. Compile and distribute to all staff a bibliography of quality resources relating to ethnic studies.

d. Update and replace older instructional materials. (This may offer a tremendous opportunity to succeed in getting the multicultural curriculum desired.)

e. Bring in approved resource people who are trained in the effective use of multicultural materials.

f. Establish activity period during the school day so that those students who cannot attend after-school activities may participate.

g. Develop staff projects that will promote and improve school climate in the area of intercultural relations.

h. Establish a plan to give formal recognition to staff personnel, students, and community people in the area of intercultural relations.

i. Assure minority personnel equal access to job promotional opportunities.

j. Designate, where possible, an area in the school as a multicultural center.

k. Conduct field tours to minority cultural activities and utilize local ethnic minority persons as hosts for these tours.

l. Emphasize a need for learning foreign languages.

m. Implement exchange programs that cut across not only racial lines, but also economic situations so that children can get an indepth analysis of the living conditions of other stratas of our society.

n. Encourage all school personnel to attend and participate in relevant workshops pertaining to ethnic histories. (Asian Americans, Black Americans, Native Americans, Mexican Americans, etc.). Inventives that could be built in are:

   (1) Pay (monetary) for attendance
   (2) Recertification credit
   (3) Release time

B. Culturally Democratic School Climate:

So as to enhance the fullest development of each student, a cultural democracy should be established. Educators agree that philosophical precepts which recognize how an individual thinks and learns are important. These cognitive and effective skills reflect the value system of the individual's home and community.

A culturally democratic school environment respects that right of an individual to keep alive his or her cultural heritage, language, life style, and phsycho-socio development. Functional knowledge of another culture does not require relinquishing one's own. The objective of such a philosophy allows an individual to cultivate bicultural or multicultural perspectives.

1. Creates a school climate conducive to humane, academic, social and positive psychological development. Provide academic, social and psychological incentives for participation in the school environment. The following indicators lend themselves to a positive socio-cultural democratic school environment.

   a. Students feel positive about themselves in a democratic school environment.

   b. There are positive interpersonal relationships among students, teachers, administrators, support staff, parents, and community.

   c. There is willingness to lend someone else a "helping hand"--to get involved with the problems of others.

   d. Students are not intimitated by teachers and administrators--the reverse should also be true.

   e. Corporal punishment is not the preferred means of treating student "misbehavior."

   f. The learning process is an enjoyable experience.

   g. Outside community resources to aid low achievers exist--both intra- and extra-tutorial resources.

   h. There is recognition of individual worth and mutual respect among members of school environment and community.

2. The outcome would be:

   a. A humanistic school is one devoted to the optimum development of the potentialities and capabilities of all students.

   b. To prepare children to live and work in a pluralistic society requires an educational process which provides a quality multicultural education. Humanistic education provides individuals the opportunity to determine their development.

c. Multicultural studies provide individuals with an opportunity to share their culture with others--to discover similarities and differences, new traditions, new values, respect, and a means of learning about other cultures while still cherishing one's own culture.

d. Cultural values determine the way one perceives his or her environment and thus determines the cognitive style of each individual.

e. School personnel, including school boards, are fully and deeply committed to the concept of humanistic education.

3. How to measure school climate:

a. There are resources to manage conflict situations between board members, superintendents, principals, teachers and supportive staff.

b. Parents are well receive in the school environment.

c. Educational in-put from parents is encouraged.

d. Parents and community are supportive of what the school is doing.

e. Vandalism in the school environment is minimal or non-existent.

f. Pupils are achieving at or above grade level and individualized programs are available for special needs.

g. There is a process to assess school climate.

h. There is a humanistic, interpersonal approach to teaching.

i. All students are made to feel important in the school community.

j. Minority group activities are emphasized and support like other activities.

k. There are positive attitudes regarding racial and ethnic groups in the immediate community.

C. Provisions for Individually Guided Instruction:

Since each student is a unique individual, school districts should design instruction to meet unique needs that cannot be met collectively.

1. Create a staff-student relationship which provides for the individual growth of students. Such a learning structure should be designed to appreciate and accommodate different learning styles and rates, and at the same time, ensure optional development of learning potential for all children regardless of race, ethnicity, group, socio-economic status, or physical and mental ability. Some children are confronted with the necessity of developing the ability to function effectively in two diverse cultural environments. Therefore, schools should determine and utilize the child's preferred cognitive style to provide a positive learning situation.

2. Assessment of Individual Student Growth:

   a. Students are learning comfortably at their own rate.

   b. Children are not adversely affected by the emphasis on competition and individualism in the school environment.

   c. There is flexibility in those responsible for carrying out educational objectives.

   d. There is a periodic evaluation or observation of individual teaching styles.

   e. All students are encouraged to participate actively in learning group situations and to cultivate inter-cultural understandings.

   f. Positive reinforcement takes place in the school environment.

   g. Teachers and counselors are understanding and responsive to students' affective and cognitive needs.

   h. Teachers and counselors are comfortable with children from diverse ethnic and socio-economic groups.

   i. The worth and dignity of each child is valued and respected.

D. Provide State, Local and Federal Programs for Equal Educational Opportunity:

Educational programs should be designed to meet the needs and interests of those students who want to prepare for a noncollege oriented program. It should be recognized that not all students go to college in order to realize their goals in life. Educational programs should not only reflect job orientation in the past, but should include a projection into future aspirations and trends. Vocational rehabilitation is designed to meet the needs of handicapped students, and should be part of all comprehensive educational programs.

1. Career educational program designed to meet the needs and interests of a diverse student population.

   A program to meet the total lifetime needs of students may contribute to development of skills and knowledge necessary for wise selection of occupations and a comprehensive view of the world of work. Such a program encourages self-realization and enhances insight into the socio-economic structure of life.

   a. Inservice training for counselors and teachers who disseminate career information to students, insuring that the career needs of all students are met.

   b. Career orientation programs designed to meet needs of students and community.

2. Maintain alternative schools or programs:

   Schools can promote the educational and social growth of students who are unable to adapt to a "regular" classroom environment by providing opportunities to attend and benefit from alternative programs.

   Alternative schools and programs should encompass:

   a. Educational programs for the handicapped.

   b. Adult basic education for those in the community who desire it.

   c. Community based education where the school significantly reflects the desires of the community.

3. Provide compensatory expenditures for needs of special students:

   This item involves individualizing or tailoring programs to meet the needs of each student in order to assure equal educational opportunity with appropriate use of funds for that student's education.

   Minority students, in some cases, will require greater per pupil expenditures to overcome certain educational disadvantages caused by diverse cultural environments.

V. PRIDE AND APPRECIATION FOR AUTHORITY IN SCHOOLS AND COMMUNITY

Schools serve people of diverse cultures and socio-economic groups. They should, therefore, be active in developing community involvement programs for students, parents, school personnel and the entire community.

One way of encouraging pride, respect, and appreciation for one's school is by involving the total school community in the design of plans to improve and preserve an educational system that benefits everyone.

A. Establish a healthy interrelationship between school personnel and community.

the achievement of the overall educational priorities and objectives are contingent upon mutual respect and the professional behavior of the above listed.

1. Harmonious Atmosphere:

   a. Ethnic slurs and other derogatory remarks about any individual's differences are not articulated among faculty members, students, and support staff.

   b. The classroom reflect the American ethnic diversity.

   c. Economic deprivation has no negative affect on interpersonal relationships in the schools.

   d. There are means of identifying potential dropouts and there are strategies to correct problems associated with dropouts.

   e. Principals are actively attending to educational needs of students.

   f. Teachers are objectively meeting the needs of students.

   g. Superintendents, principals, and teachers praise students of different ethnic groups for accomplishments not necessarily related to the school.

   h. Schools are utilizing services available from the Superintendent of Public Instruction, the Desegregation Assistance Centers, and other related agencies.

2. A harmonious atmosphere is created when:

   a. Teachers see and understand the necessity to interact with ALL the students.

   b. Mini-educational clinics are held for the purpose of better educating the public-at-large about innovations, problems and issues in education, especially as they relate to multi-cultural understanding.

   c. A positive self-image encourages students to better analyze inter-group tension and resolve conflict.

   d. Schools recognize that attitudes, values, and emotions are communicated in verbal and non-verbal ways.

B. Establish Broad-based Community Involvement:

Participation for all segments of community is encouraged because the schools, in the final analysis, belong to members of the community.

1. An indicator of a positive school climate is an effective affirmative action program.

2. Every attempt should be made to provide model teachers with whom the child can achieve multicultural perspectives; to facilitate this, teachers should be hired who share, or are knowledgeable of, and sensitive to, the same cultural and linguistic backgrounds of the students.

3. When hiring building administrators, districts should involve other members of the professional staff as well as lay representatives from the total community to serve on screening committees for the positions.

4. Since the schools belong to the people, individuals, volunteer organizations, other agencies must be encouraged to become involved in school board elections within the local districts. By law, school boards have the ultimate decision making power for approving the hiring of the professional staff for the public schools.

VI. EVALUATION TECHNIQUES TO ASSESS CURRICULUM MATERIALS FOR RACISM, SEXISM AND ETHNIC DISTORTIONS

A. Resource Materials and Philosophies are Developed Which:

1. Portray the uniqueness of individuals and groups with respect, dignity, and integrity.

2. Reflect accurately the life styles and contributions of individual and various groups--women, racial, ethnic, religions, and socio-economic.

3. Portray life as it reflects contemporary environments--urban, suburban, rural, etc., by showing that the study of cultural groups should not be totally or mainly past oriented.

4. Structure an educational environment predicated on cooperation, altruism, social consciousness, and commitment to the well being of self and others.

5. Eliminate from instructional materials biased language, derogatory expressions, and ambiguous jargon; and expressions of prejudice and stereotyping.

B. Responsibilities of State and Local School Districts:

1. It is imperative that state and local school districts recognize and accept their responsibilities as agents of change.

2. School administrators have the leadership to establish positive attitudinal changes through executive policies and decisions.

VII. ACCOUNTABILITY IN PRACTICE

Certain educational guarantees must become a part of the functioning of the schools; therefore, there should be some means of assessing and defining the quality of education received by all pupils within each district of the state.

A. Materials - The Instructional Materials Committee should be sensitive to multicultural/multilingual curricular materials.

B. Dropout Rates - Update statistics among students and especially minority students who have discontinued. Formulate a plan of action to counteract the dropout rate.

C. Evaluation - An assessment of the multicultural program and expenditures utilized should be made.

All cultures should be given due respect and time in the educational process.

1. Inservice training should be encouraged to assess attitudinal changes in the community, students, teachers, counselors, administrators, and the entire school staff in the implementation of a multicultural studies program.

2. Assistance may be obtained from the Washington State Superintendent of Public Instruction's Office for Equity Education in the monitoring of this program.

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